DOCUMENT RESUME

ED 154 850 JC 780 243

AUTHOR Vasiliauskas, Jura B.
TITLE The Development of Recommendations for College of Du Page Faculty Sabbatical Leave Policy.
PUB DATE 29 Mar 78
NOTE 58p.; Ed.D. Practicum, Nova University. Not available in hard copy due to marginal reproducibility of original; Tables contain small type

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Administrative Policy; *College Faculty; Community Colleges; *Fringe Benefits; *Junior Colleges; Personnel Policy; *Sabbatical Leaves; State Surveys
IDENTIFIERS College of DuPage IL; Illinois

ABSTRACT

Information on existing sabbatical leave policies at 38 Illinois public community colleges was gathered in order to assess the current policy at the College of DuPage and to generate recommendations for revisions. Data were collected on years of service before eligibility for leave, permissible reasons for leave grants, maximum length of leave time, amount of pay during leave, treatment of benefits during leave, criteria for determining qualified applicants, decision-making processes for granting leave, number of staff on leave at any given time, and conditions for returning to the college. The common policy areas were identified and included: at least six years of service prior to eligibility; legitimate reasons for leave such as study, travel, writing, or activities benefiting the college; and maximum leave length of one year. The College of DuPage's one-quarter special non-teaching assignment included all the basic provisions found in other sabbatical leave policies except for length of leave (one quarter compared to one year at other Illinois colleges). Adoption of a one-year sabbatical leave provision in the DuPage policy is suggested. (TR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154850

THE DEVELOPMENT OF RECOMMENDATIONS FOR COLLEGE OF DU PAGE FACULTY SABBATICAL LEAVE POLICY

by

Jura B. Vasiliauskas

College of DuPage

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jura B. Vasiliauskas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM"

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A PRACTICUM PRESENTED TO

NOVA UNIVERSITY IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF EDUCATION

JC 780 243

NOVA UNIVERSITY

March 29, 1978

TABLE OF CONTENTS

		Pages
I.	INTRODUCTION	1
	A. Statement of Problem	1
	B. Statement of Purpose	1
	C. Rationale for Review of Literature	1
	D. General Description of the Method of Investigation	1
II.	BACKGROUND AND SIGNIFICANCE	2
	A. Background	2
	B. Significance	2
	C. Review of Literature	4
III.	PROCEDURE	7
	A. Limitations	7
	B. Basic Assumptions	7
	C. Population and Sample Selection	8
	D. Definition of Terms	8
	E. Research Process and Treatment of Data	9
IV.	RESULTS	11
V.	DISCUSSION AND IMPLICATIONS	33
VI.	RECOMMENDATIONS	36
VII.	BIBLIOGRAPHY	38
VIII.	REFERENCES	39
IX.	APPENDIX	40
	A. A Sample of the Letter Sent to the Illinois Public Community Colleges	40
	B. A Sample of the Follow-Up Letter Sent to the Illinois Public Community Colleges	41

LIST OF TABLES

Table		Page
1.	Sabbatical Leave Status in Illinois Public Community Colleges	14
2.	The Provisions for Sabbatical Leave for Professional Staff and/or Faculty in Illinois Public Community Colleges	16
3.	The Comparison Between the Provisions of Sabbatical Leave for Professional Staff and/or Faculty in Illinois Public Community Colleges and the College of DuPage One-Quarter Special Non-Teaching Assignment	29

ABSTRACT

The College of DuPage did not have a faculty sabbatical leave policy. Numerous faculty felt that the present provision for non-teaching assignment was a poor substitute for the sabbatical leave policies existing in other Illinois public community colleges.

The purpose of this practicum was to identify the sabbatical leave policy areas which were common among other Illinois public community colleges and to develop recommendations which could serve as a basis for the formation of sabbatical leave policy for College of DuPage faculty.

Literature was examined to find the reason for sabbatical leave desirability, the basic issues included in the leave, problems of implementation and their solution.

All Illinois public community colleges were contacted by a letter in order to find out how many had the sabbatical or similar leave, what were the issues and how were they handled. Common areas of the sabbatical leave were identified, sorted out and examined.

It was found that the College of DuPage one-quarter special non-teaching assignment covered all the basic provisions found in other sabbatical leaves and that the major weakness was in the short duration of the leave. It was recognized that though the extending of the leave period to one year would increase the effectiveness of the leave, there would be high demands on the budget if other benefits were maintained.

Because of the educational value to the institution, a recommendation was made to develop and establish sabbatical leave using the basic issues and provisions in the present leave; set

aside funds in the college budget and increase the duration of the leave to one year maximum, without penalizing the benefits.

It was anticipated that the sabbatical leave will result in creating intellectual climate and elevate the morale of the College of DuPage faculty.

INTRODUCTION

The College of DuPage does not have a faculty sabbatical leave policy. Numerous faculty members felt that the present provision for a non-teaching assignment is a poor substitute for the sabbatical leave policies existing in other Illinois public community colleges.

The purpose of this practicum was to identify the sabbatical leave policy areas which were common among the other Illinois public community colleges and to develop recommendations which could serve as a basis for the development of effective sabbatical leave policy for College of DuPage faculty.

In preparing for the study, a survey of literature was made to determine the thinking of the educators as to the desirability and the benefits of the sabbatical leave policy; what were the basic issues included in most sabbatical leave policies; what were the barriers against establishment of such a leave and what could be the possible solutions.

Thirty-eight Illinois public community colleges were contacted by a letter, in order to find out what were the provisions in their sabbatical leave policies. If any given college did not have a sabbatical leave policy, it was asked to indicate if there were any other alternative plans allowing the faculty to leave the school, for a longer period of time, with full or partial remuneration. If the school did not have the former policy, a response was requested indicating the lack of such provision.

The common areas of the sabbatical leave policies were identified and sorted out to fit the issues indicated in the National School Board Association "Educational Policies Development Kit" (1973:5) with

certain degree of modification. The provisions were compared to College of DuPage one-quarter special non-teaching assignment terms. By taking the consensus across the institutional policies and by examining the endorsements and suggestions made in the review of the literature, recommendations were developed for College of DuPage faculty sabbatical leave policy.

The findings of the research and the developed recommendations were submitted to the College of DuPage Faculty Welfare Committee.

BACKGROUND AND SIGNIFICANCE

The College of DuPage does not have a faculty sabbatical leave policy. Goods' (1959:474) Dictionary of Education defined the sabbatical leave as "...a plan for providing teachers with an opportunity for self-improvement through a leave of absence with full or partial compensation following a designated number of years of consecutive service." Eells (1962) indicated that the sabbatical leave involves four essential elements: the purpose, the compensation, a definite period prior service in the institution and a definite obligation of the recipient to return to his institution for further service of at least one year.

The College of DuPage Handbook for Faculty (1977-78:61) showed all the elements of a sabbatical leave, in the policy dealing with non-teaching assignment. It stated that a non-teaching assignment, up to one quarter duration, can be obtained "if it is judged by the president that such assignment will add to the teaching effectiveness and for professional status of the faculty member; or will effectively

contribute to the best interests of the college; and funds are available in the budget. Qualifications are three consecutive years of full-time employment for teaching faculty members, including counselors and LRC personnel." The faculty member is required to return to the college for a period of one quarter following the leave.

Further guidelines for the one-quarter non-teaching assignment are left to the individual cluster colleges, however, they appeared to cover the same issues though showing some degree of variation. It is required to submit the proposals to the cluster college deans and an approval is granted upon a review and a recommendation by the non-teaching assignment committee. In Psi cluster, for example, release time could be obtained for one entire quarter, one-third release for three consecutive quarters, or any combination within the best interest of the cluster college. The other three cluster colleges did not indicate, in writing, the above options. Two cluster colleges required the faculty member to return to the college one quarter following the leave, while two clusters required two quarters of such service. One cluster indicated that one full time equivalent faculty member per academic year is eligible for the non-teaching assignment leave. The other clusters did not specify the number. "The Administrative Procedure Guidelines" of College of DuPage (approved by the Board of Trustees on November 15, 1972) indicated that a maximum of one and one-half percent of full time faculty quarterly would be eligible for such leave <u>if funds are available</u>.

Since the essential elements of the sabbatical leave were present in the College of DuPage non-teaching assignment policy, what was the basic problem? Was the problem merely in the semantics?

Reviewing the sabbatical leave policy of Waubonsee Community College, the City Colleges of Chicago, as well as the policies in the California community colleges, it was found that the main problem lied not in the terminology of the leave policy, but in the poor provisions of the College of DuPage's non-teaching assignment policy itself.

Many of the faculty felt that the length of the non-teaching assignment was too short and the provisions for the assignment duration variation were inadequate. One quarter (ten to eleven weeks) was too short for advanced study or even for the development of a major educational project. If the faculty member chose to take the option of one-third release for three consecutive quarters, he was tied to his other school duties and could not devote all his energies to his endeavor. According to Handbook for Faculty (1977-78:72-73), if the faculty member wishes to go away from campus for a year to pursue further educational goals, he must do so without remuneration and though he can retain the various fringe benefits, he must cover the cost, including that part narmally paid by the Board of Trustees for a full-time faculty member. (Underlined for emphasis.) There are no provisions made to insure that funds would be available even for the one quarter non-teaching assignment.

REVIEW OF LITERATURE

The view that the sabbatical leave is an investment in the future of the institution goes back far in the history of education. The first definite system of sabbatical leave was established at Harvard University in 1880. University of Illinois adopted the policy in 1900. Today most community colleges in Illinois have a sabbatical

leave policy.

The American Association of School Administrators (1966:6) emphasized the reason for the policy by stating that "Sabbatical leave is not granted as a reward for work already performed, but rather as opportunity to prepare for improved service in the schools."

Ingraham, Brown and Megaw (1967:271) presented a report on a conference initiated by the Commission on Faculty and Staff Benefits of the Association of American Colleges. They stressed the need and benefits of a well-developed program of leave for the faculty members. They emphasized that the professional development of a teacher increases the effectiveness of higher education. The report indicated that though the leaves should have a purpose, they need not always be tightly structured. It was pointed out that "A leave spent gaining perspective and intellectual breadth, through travel, teaching, and a variety of new experiences, may be greater value than one devoted to a definite and clearly organized, but limited project." Stright (1964:389-390) recognized that "...(an) alert professional person can attempt to keep abreast of changing times and the evolution of knowledge in his field." He felt, however, that a comprehensive reading program and participation in conferences and professional organizations is still not enough. There is a need of interactions with diverse experiences. He emphasized his conviction when he stated that "The renewal of a faculty through a liberal policy of sabbatical leave is more important to an institution than the renovation and maintenance of the physical plant." After returning from his sabbatical, Rossi (1973:36-37) felt that the leave policy is not only important, but is imperative! He proposed that "compulsory sabbatical should be second

only to the quest for higher salaries in the emerging world." Joseph (1969) and other educators who had the benefit of the sabbatical leave, presented strong testimonials to its desirability.

A lack of funds appeared to be the main reason for the failure of not establishing the leave program. Rossi (1973) suggested establishing a "sabbatical bank" built up from payroll deductions and interest. He further suggested to add the unused sick days toward the sabbatical leave. Because of the fund limitations, Forman (1976) proposed "Mini" sabbatical leave concept, the short duration leave for visiting other institutions and thus expanding the scope of self-improvement.

The problem of finding the means of financing the sabbatical leave still remains a major issue and many schools have attached a clause that the sabbatical leave will be granted "... if funds are available."

The basic issues which are included in most sabbatical leave policies were summarized in the National School Board Association "Educational Policies Development Kit" (1973:5). The kit indicated that there were certain points to keep in mind when developing the policy of sabbatical leave. These points were:

a. What are the state provisions on professional improvement leaves?
b. What stated purpose should leave policies serve?
c. What will be the pay-off regarding improved instruction?
d. What conditions will determine qualified applicants?
e. How many of the staff may be on leave at one time?
f. What activities are suitable for sabbatical leave?
g. How shall salary and benefits be treated?
h. What conditions should apply to return from long term leave?

Though College of DuPage had a provision for non-teaching assignment, the review of literature and the examination of the sabbatical

leave policies of other community colleges indicated that the present leave policy was quite inadequate because many educational activities, requiring longer than one quarter's time, did not receive the financial support.

Since the core module dealt with educational policy, the proposed practicum, The Development of Recommendations for College of DuPage Faculty Sabbatical Leave Policy, served the intended theme.

PROCEDURE

Limitations

Because of the time limitation, it was not possible to investigate if it would be desirable to maintain individual leave variations among the cluster colleges. There was not enough time to determine the means of funding the proposed sabbatical leave for the College of DuPage faculty.

Basic Assumptions

It was assumed that the College of DuPage faculty desired the establishment of a sabbatical leave policy and that the results of the practicum will be useful in the approaching negotiations with the College of DuPage Board of Trustees.

It was presumed that there will be sufficient funds in the budget to underwrite a sabbatical leave policy. It was believed that the leave will result in upgraded programs, improved instruction and strengthened faculty morale.

It was assumed that the responding school results were random and that the interpretation and the paraphrasing of the submitted

document data, of the different colleges, was correct.

Population and Sample Selection

The population was comprised of all Illinois public community college districts and the sample was represented by the responding colleges.

Definition of Terms

Leave - was viewed as a sabbatical or similar purpose leave. (It was not to be confused with personal leave, sick leave or others.)

Policy - entailed McClellans' (1971:169) definition as being a statement that is:

a. Intended to be binding guide on the actions of those designated by the statement;
b. Enforceable and enforced by the society (large or small) which formulates it;
c. Formulated and adopted through a political process-that is, a process which acknowledges and reality and legitimacy of conflicting interests and desires among the participants.

Year - of sabbatical or equivalent leave was perceived as an academic year excluding the summer term.

Research Questions

a. What were the expressed perception in the literature, as to desirability and benefit of the sabbatical leave policy?
b. What were the basic issues included in most sabbatical leave policies?
c. What were the barriers against the establishment of the sabbatical leave and what could be possible solutions?

d. How many Illinois public community college districts had the sabbatical or similar leave policies?

e. What sabbatical leave provisions were shared by these colleges?

f. How did the sabbatical leave provisions of other colleges compare with the terms outlined in the College of DuPage one-quarter special non-teaching assignment.

Research Process and the Treatment of Data

In preparing for the study, a survey of literature was made. It was attempted to find out what were the thoughts of the educators as to the desirability and the benefits of the sabbatical leave policy; what were the basic issues included in most sabbatical leave policies; what were the barriers against establishment of such a leave and what could be the possible solutions. Significant data was included in the report.

The Community College Bulletin - a publication of the Illinois Community College Board (1978), indicated that there were 39 public community college districts operating. All districts were contacted by a letter (Appendix A) in order to find out what were the provisions in their sabbatical leave policies. If any given college did not have a sabbatical leave policy, it was asked to indicate if there were any other alternative plans allowing the faculty to leave the school, for a longer period of time, with full or partial remuneration. If the school did not have the former policy, a response was requested indicating the lack of such provision.

In the proposal, because of the time limitation for the

practicum, it was indicated that if fifty percent response was received, there will be no follow-up letter. Twenty six responses were received in two weeks time. However, since it was desired to obtain a stronger document for the negotiations, a follow-up letter (Appendix B) was sent, in hopes of obtaining additional data.

A table was developed to show how many of the responding Illinois community colleges had the sabbatical or very similar leave, how many had an alternative leave plan and how many had no provisions for extended leave of absence allowing the faculty to leave the school for a longer period of time with full or partial remuneration.

The common areas of the sabbatical leave policies were identified and sorted out to fit the issues indicated in the National School Board Association "Educational Policies Development Kit" (1973:5) which proposed to keep in mind the following points:

a. What are the state provisions on professional improvement leaves?
b. What stated purpose should leave policies serve?
c. What will be the pay-off regarding improved instruction?
d. What conditions will determine qualified applicants?
e. How many of the staff may be on leave at one time?
f. What activities are suitable for sabbatical leave?
g. How shall salary and benefits be treated?
h. What conditions should apply to return from long term leave?

Items (b) and (f) appeared to be similar and thus were treated as one. Point (c) was not quite understood and thus was not used. Additional items were added: the years of experience required to be eligible for the leave, the maximum length of the leave allowed and the decision making process for granting leaves.

A comparison was made between the sabbatical leave provisions of other colleges and the terms outlined in the College of DuPage

one-quarter special non-teaching assignment.

By taking the consensus across the institutional policies, by examining the endorsements and suggestions made in the review of the literature, recommendations were developed for College of DuPage sub-batical leave policy.

The findings of the research and the developed recommendations were submitted to the College of DuPage Faculty Welfare Committee.

RESULTS

The Review of the Literature

A. The benefits of the sabbatical leave were emphasized by American Association of School Administrators (1966), Eells (1962), Kershen (1968), N.E.A. Research Bulletin (March, 1972), Rossi (1973), Stright (1964), Waltmore (1964) and Wood (1971).

B. The sabbatical leave issues were presented by Eells (1962), Jorgensen (1974), NEA. Research Bulletin (March, 1972), National School Board Association (1973), The School Code of Illinois (1977) and Stickler (1965).

C. The lack of funds as being the main obstacle to the establishment of the sabbatical leave policies were indicated by Forman (1976), Ingraham (1967) and Rossi (1973). Forman (1976) proposed numerous mini-sabbaticals. Rossi (1973) suggested "sabbatical bank" of payroll deduction, interest and sick days.

The National School Board Association "Educational Policies Development Kit" (1973:5) instructed to keep in mind the state provisions

during the development of the professional improvement leave.

The examination of The School Code of Illinois (1977:24-6.1) revealed that:

> Every school board may grant a sabbatical leave of absence to a teacher, principal or superintendent performing contractual continued service, for a period of at lease four school months, but not in excess of one school term, for resident study, research, travel or other purpose designed to improve the school system.

The other major issues and limitations were:

a. Six years of satisfactory service was required before the leave could be granted.

b. The sabbatical leave could be granted again after subsequent period of 6 years of service.

c. The leave was conditional for resident study, research, travel or other activity deemed to benefit the school system.

d. The applicant must return and perform contractual service for one school year unless the return is prevented by illness or incapacity, otherwise the money must be returned.

e. The person shall receive same basic salary as in actual service. The amount payed to the substitute may be deducted but the salary may not be less than the state minimum or ½ of the basic salary, whichever is greater.

f. The persons on leave cannot engage in activity for which he shall be payed unless directly related to the leave and approved by the board.

g. Scholarships can be accepted.

h. Upon return, the person shall receive a position equivalent to that formerly occupied.

i. The continued service status shall not be affected, including progression on the salary schedule.

j. The board shall pay the contribution to the Teachers Retirement System.

From all of the Illinois public community colleges, only two did not send in a response indicating the status and the provisions of the sabbatical leave policy at their school. The non-responding colleges were the Kaskaskia College (501) and the Shawnee College (531).

TABLE 1

Sabbatical Leave Status in Illinois Public Community Colleges

Name of the Community College	Sabbatical Leave Provision Present	Alternate Policy to the Sabbatical Leave Present	There are No Provisions For A Sabbatical Leave or An Alternate Plan
Belleville Area College, 522	+		
Black Hawk College (4), 503	+		
Chicago, City Colleges of, 508	+		
Danville Junior College, 507	+		
DuPage, College of, 502		+	
Elgin Community College, 509	+		
Harper College, WM. Rainey, 512	+		
Highland Community College, 519	+		
Illinois Central College, 514	+		
Illinois Eastern Community Colleges,529	+		
Illinois Valley Community College, 513	+		
Joiliet Junior College, 525	+		
Kankakee Community College, 520			+
Kishwaukee College, 523			+
Lake County, College of, 532	+ *		
Lake Land College, 517	+		
Lewis and Clark Community College, 536	+ *		
Lincoln Land Community College, 526	+		
Logan College, John A. 530	+		
McHenry County College, 528	+ *		
Moraine Valley Community College, 524	+		
Morton College, 527	+		
Oakton Community College, 535	+ **		
Parkland College, 505	+		
Prairie State College, 515	+		
Rend Lake College, 521	+		
Richland Community College, 537	+ *		
Rock Valley College, 511	+		
Sandburg College, Carl 518	+		
Sauk Valley College, 506			+
Southeastern Illinois College, 533	+		
Spoon River College, 534			+
State Community College of East St. Louis			+
Thorton Community College, 510	+		
Triton College, 504	+		
Waubonsee Community College, 516	+		
Wood Community College, John 539	+		

Table 1 indicated that most Illinois public community colleges have a sabbatical leave policy. Out of the thirty-seven community colleges, only five indicated that there were no provisions for extended leave of absence with full or partial remuneration.

It should be noted that on February 28, 1978, Oakton Community College (**) did not have its sabbatical leave approved by the Board of Trustees, but expected approval with possible changes in the provision of the budgeting of funds and thus was grouped as having the leave.

Triton College indicated that their present sabbatical leave policy will be reviewed during this years' collective bargaining.

Richland Community College (*) Educational Leave Policy, College of Lake County (*) Faculty Improvement Leave, Lewis and Clark Community College (*) Professional Development Leave, and McHenry County College (*) Sponsored Professional Development Leave had all the aspects of a sabbatical leave and thus these schools were included in the sabbatical leave column.

TABLE 2

The Provisions for Sabbatical Leave For Professional Staff and/or Faculty in Illinois Public Community Colleges

Name of the College	Years Service Required to be Eligible For Leave	Permissible Purpose of Leave	Maximum Length of Leave in Years	Amount of Pay While on Leave	Treatment of Benefits While on Leave	Conditions (Criteria) Determining Qualified Applicants	Decision Making Process for Granting Leave	Number of Staff on Leave	Conditions for Returning
Belleville Area College, 522	7	Study, research, travel or other Board-approved purpose	1	75% of 9 mo. salary or one semester full base salary	Full fringe benefits	Petition Content	Faculty Senate Committee, President, Board of Trustees	No more than 2 members	No employment at Beneville area while on leave Must return for 2 yrs. service or refund pay except in death or disability.
Black Hawk College, (Q), 503	6 (subsequent in 7 years)	Study, research, travel or other developmental activity	1	½ salary for one year or full pay for ½ year	Full fringe benefits	Proposal Content	Committee composed of faculty and administrators, President, Board of Trustees	5% of professional staff	Must inform the President of salaries or grants while on leave. Must return for 2 yrs. or refund salary.
Chicago, City Colleges of, 508	6 (subsequent in 6 years)	Study, research, writing, travel or other approved purpose	1	½ salary for one year of full pay for ½ year	---	Content of a written plan (in case of tie, yrs. of service will be the basis of selection)	Chancellor and the Board	5% of the faculty	Cannot accept salary if on full pay while on leave. Present terms of compliance with the leave. Must return for 1 year or refund salary

TABLE 2

The Provisions for Sabbatical Leave for Professional Staff and/or Faculty in Illinois Public Community Colleges (Continued)

Name of the College	Years Service Required to be Eligible For Leave	Permissible Purpose of Leave	Maximum Length of Leave in Years	Amount of Pay While on Leave	Treatment of Benefits While on Leave	Conditions (Criteria) Determining Qualified Applicants	Decision Making Process for Granting Leave	Number of Staff on Leave	Conditions for Returning
Danville Jr. College, 507	6	Activity Benefiting the college	Determined in individual case	½ salary	College pays 75% for benefits	"Exceptional situations" demonstrating clear benefit to college	President and the Board of Trustees	------	Must return for 2 years service
Elgin Comm. College,509	6	Activity resulting in improved instruction	1	½ salary for one year of full pay for ½ year	Full fringe benefits	A plan projecting improved instruction	Faculty Committee,President, Board of Trustees	2% of faculty	Cannot work for salary while on leave. A grant will result in adjustment in pay. Must present a written report. Return for 2 years of service or refund salary.
Harper College WM.Rainey,512	6	Improve teaching effectiveness or professional status	1	½ salary for one year or full pay for ½ year	Full fringe benefits	Request showing benefit to the college	Vice-president and the board	------ (if funds are available and there is no impairment to operational efficiency)	If there is other remuneration during the leave, the pay will be lessened by the amount. Must return for 1 year or refund salary.
Highland Comm College, 519	7 (subsequent in 6 years)	Study or travel	1	2/3 salary for 1 year or 1/3 years salary for one semester	---------	A plan demonstrating benefit to the college	----------	------	Cannot use the leave for gainful employment except to offset expenses being outside the district. Must return for 2 yrs. or repay salary.

TABLE 2

The Provisions for Sabbatical Leave for Professional Staff and/or Faculty in Illinois Public Community Colleges (Continued)

Name of the College	Years Service Required to be Eligible For Leave	Permissible Purpose of Leave	Maximum Length of Leave in Years	Amount of Pay While on Leave	Treatment of Benefits While on Leave	Conditions (Criteria) Determining Qualified Applicants	Decision Making Process for Granting Leave	Number of Staff on Leave	Conditions for Returning
Illinois Central College, 514	6	Study, travel or other purpose improving educational mission	1	½ salary for one yr. or full pay for ½ year	Full fringe benefits	A plan demonstrating benefit to institution	President, Board of Trustees	3% of staff (2/3 must be faculty)(if funds are available)	Must return for 2 years or refund pay plus cost of the fringe benefits
Illinois Eastern Comm. College, 529	6	Travel, study, research or other purpose enhancing professional assignment	1	½ salary for one year (Full pay for one yr. after 12 years of continuous service)	Full fringe benefits	Application with a purpose for the leave	Committee of faculty and administrators, Chancellor, Bd. of Trustees	5% of faculty	Must return for 1 year or refund salary except for reasons of health.
Illinois Valley Comm. College, 513	6 (subsequent in 6 years)	Study or travel	1	½ salary for one year or full pay for ½ year	-------	A written request showing benefit to college	The President & the Board	3% of faculty	May accept fellowship or grant in aid while on leave. Must provide written report upon return. Return for 1 year or refund salary.
Joliet Jr. College, 525	6	Improve personal competence directly or indirectly related to work	1	2/3 salary for 1 year when there is no extra earned income; otherwise 50% of base salary but no less than $7,000.	Full fringe benefits	Written request. Selection by point system based on purpose and seniority	Committee of faculty and administrators, President, Board of Trustees	3% of faculty	Evidence of compliance with the purpose of leave. Return for 1 year or refund money

TABLE 2

The Provisions for Sabbatical Leave for Professional Staff and/or Faculty in Illinois Public Community Colleges (Continued)

Name of the College	Years Service Required to be Eligible For Leave	Permissible Purpose of Leave	Maximum Length of Leave in Years	Amount of Pay While on Leave	Treatment of Benefits While on Leave	Conditions (Criteria) Determining Qualified Applicants	Decision Making Process for Granting Leave	Number of Staff on Leave	Conditions for Returning
Lake County College of, 532	6	Study, development of a project or for other improvement of quality service	1	½ salary for one year or full pay for ½ year	Full fringe benefits	Written purpose, previous leave, years of teaching & distribution of applicants	Committee of faculty and administrators, President, Bd. of Trustees	--------	Salary, grants and fellowships must be reported. Must return to college for 2 years or repay salary.
Lake Land College, 517	6	Study or training to broaden teaching potential in areas of determined need by the college	1	½ salary for 3 qtrs., 66% for 2 qtrs. and full pay for one qtr. For 4 qtr. staff, full salary for 2 qtrs. and ½ for four.	Full fringe benefits	A written purpose	Committee of faculty and administrators, President, Board of Trustees	4% of college staff	Present terms of compliance with the leave. Must return for 1 year or refund money except in death or disability.
Lewis & Clark Comm. College 526	6 (subsequent after 7 yrs.)	When the proposed purpose warrants the leave	1	½ salary for one year or full pay for ½ year	Fringe benefits continued at the expense of the employee	Written purpose warrants the leave. There is no serious impairment by the absence	President, Board of Trustees	-------- (Board reserves the right not to extend any professional leave in a given year.	Compensation for services while on leave only with permission. May use fellowships or assistance in research. Provide written report upon return. Must return to college for 2 years or refund pay.

TABLE 2

The Provisions for Sabbatical Leave for Professional Staff and/or Faculty in Illinois Public Community Colleges (Continued)

Name of the College	Years Service Required to be Eligible For Leave	Permissible Purpose of Leave	Maximum Length of Leave in Years	Amount of Pay While on Leave	Treatment of Benefits While on Leave	Conditions (Criteria) Determining Qualified Applicants	Decision Making Process for Granting Leave	Number of Staff on Leave	Conditions for Returning
Lincoln Land Comm. College 526	6 (subsequent after 7 years)	Study, travel research, writing or other approved activity	1	½ salary for one year or full pay for ½ year	---------	Written purpose or plan	Committee of faculty and administrators, President, Board of Trustees	3% of faculty	Must indicate remunerations from other than college sources (The length of return service not indicated)
Logan College John A., 530	7	Study and research	1	½ salary for one year or full pay for ½ year	--------	Significance of service to the college	President, Board of Trustees	-------	----------
McHenry County College, 528	4 or 6	Study, research or other professional developmental activity	1	After 4 yrs. of service, 1/3 salary for full yr. or 2/3 of semester salary for ½yr.; After 6 yrs. of service, ½ salary for one year or full pay for ½ year	---------	Written request	Dean of Instruction, President	-------	Occupational area faculty accepting salary while on leave will receive pay adjustment. Must return for one year or refund pay.

TABLE 2

The Provisions for Sabbatical Leave for Professional Staff and/or Faculty in Illinois Public Community Colleges (Continued)

Name of the College	Years Service Required to be Eligible For Leave	Permissible Purpose of Leave	Maximum Length of Leave in Years	Amount of Pay While on Leave	Treatment of Benefits While on Leave	Conditions (Criteria) Determining Qualified Applicants	Decision Making Process for Granting Leave	Number of Staff on Leave	Conditions for Returning
Moraine Valley Comm. College 524	6 (subsequent in 6 years)	Study, research, travel or other purpose designated to improve the college	1	½ salary for 1 year	----------	Plan benefiting the college (in case of tie, number of years since last leave and benefit of service will be factors in selection)	Committee of faculty and administrators, President, Bd. of Trustees	-------	Must return for 1 year or refund pay
Morton College 527	6 (subsequent after 6 years)	Study, research or combination benefiting the college	1	Difference between salary and $1,900 a semester. After 12 years of service $1,000 deducted for each semester	Full fringe benefits	Written plan (priority based on number of leaves, purpose, recommendations, substitute availability and budget	President, Board of Trustees	3% of faculty	Must submit a report (No length of return service indicated)
Oakton Comm. College, 535	6 (subsequent after 5 years)	Development of skills or materials benefiting the college	1	½ salary for one year or full pay for ½ year; for summer, at full load summer pay	Full fringe benefits	Proposals rendered by merit. Ties broken by seniority	Committee of faculty and administrators, President, Bd. of Trustees	-------	If income is received during leave, adjustments will be made. Submit written report. Return for 1 year or repay money.

TABLE 2

The Provisions for Sabbatical Leave for Professional Staff and/or Faculty in Illinois Public Community Colleges (Continued)

Name of the College	Years Service Required to be Eligible For Leave	Permissible Purpose of Leave	Maximum Length of Leave in Years	Amount of Pay While on Leave	Treatment of Benefits While on Leave	Conditions (Criteria) Determining Qualified Applicants	Decision Making Process for Granting Leave	Number of Staff on Leave	Conditions for Returning
Parkland College, 505	6 (subsequent after 5 years)	Study, writing and other professional growth benefiting the college	1	½ salary for a year for those on 215 day contract; 13/22's of salary for a year for those on 215 day contract; 5/8 salary for those on 12 month contract. One semester full salary; ½ semester or less, full salary upon agreement. 1 year of full pay after 12 years of service.	Full fringe benefits	Written objectives	Committee, President, Board of Trustees	------ (if funds are available)	Cannot be employed while on leave except with approval.
Prairie State College, 515	6	Study, travel or other activities benefiting the school	1	½ salary	--------	Written plan	President, Bd. of Trustees	3% of academic faculty	Cannot be employed while on leave except with approval. May accept scholarships. Must return for 2 years or refund pay.

TABLE 2

The Provisions for Sabbatical Leave for Professional Staff and/or Faculty in Illinois Public Community Colleges (Continued)

Name of the College	Years Service Required to be Eligible For Leave	Permissible Purpose of Leave	Maximum Length of Leave in Years	Amount of Pay While on Leave	Treatment of Benefits While on Leave	Conditions (Criteria) Determining Qualified Applicants	Decision Making Process for Granting Leave	Number of Staff on Leave	Conditions for Returning
Rend Lake College, 521	7	Study and other experience contributing to institution	1	½ salary	----------	Written objectives	President, Board of Trustees	------	Submit written report. Return for 3 years or refund money.
Richland Comm College, 537	6 (special early leaves after 4 years of service)	Study, travel and other activities contributing to professional growth	1	Full salary for 1 quarter, 67% for 2 qtrs.; 50% for 3 qtrs. (Early leaves at less pay)	Full fringe benefits except personal illness and occupational disability	Written objectives	Committee of faculty and administrators, College Council, President and Board of Trustees	5% of faculty	Must submit a written report. Return for 1 year of service or refund pay except for illness.
Rock Valley College, 511	6	Study and research; other activity benefitting the college	1	½ salary for one year or full pay for ½ year	Full fringe benefits	Merits of goals and outcome, seniority, former leave	Committee of faculty, Dean, President, Bd. of Trustees	up to 5% faculty	Submit written report. Cannot recieve other pay. Must return for 1 year or refund money.
Sandburg College, 518	6	Study and research	1	½ salary	Full fringe benefits	Written plan	Division Chairman	3 persons /per quarter	Must return for 2 years or refund pay except for illness.
Southeastern Illinois College, 533	6	Graduate study, technical or occupational school. Work must carry credit and be related to assignment at the college.	1	½ salary for one year or full pay for ½ year	-------	Application	Committee composed of President, one instructor and a Board Member	1 leave per year	Must return for two years of service or refund money

TABLE 2

The Provisions for Sabbatical Leave for Professional Staff and/or Faculty in Illinois Public Community Colleges (Continued)

Name of the College	Years Service Required to be Eligible For Leave	Permissible Purpose of Leave	Maximum Length of Leave in Years	Amount of Pay While on Leave	Treatment of Benefits While on Leave	Conditions (Criteria) Determining Qualified Applicants	Decision Making Process for Granting Leave	Number of Staff on Leave	Conditions for Returning
Thorton Comm. College, 510	7	Study, research or other activity benefiting the college	1	½ salary for one year or full pay for ½ year (After 14 yrs. service full pay for one year if no former leave taken)	Full fringe benefits	Proposed plan (ties broken by need, yrs. of service and former leaves)	Committee of faculty and administrators, President, Board of Trustees	Up to 5% of faculty but no less than 1 person (if funds are available)	May receive remuneration but not in excess of 1/3 base salary. Grants and scholarships permitted. Present evidence of leave compliance. Must return for 1 year or refund pay.
Triton College 504	3 to 14 (years of service affect pay)	Study, research, travel and other activities benefiting the college	1	22% for 1 yr. after 3 yrs. of service; after 14 yrs. one year with full pay. Other combination depending on years of service.	--------	Written plan and the amount of financial grant provided by non-commercial agency	Committee of Faculty and administrators, President, Bd. of Trustees	3½% of staff	Must return for one semester after one semester leave, for 2 years after one year leave.
Waubonse Comm College, 516	6 (subsequent after 6 years)	Study, research, writing, travel or other activity benefiting the college.	1	½ salary for one year or full pay for ½ year	--------	Written plan (ties broken by seniority and former leave)	Committee of faculty and administrators, President, Board of Trustees	3% faculty	May not receive salary unless related to the purpose of the leave. Must return to college or refund pay. (length of return not indicated)

24

TABLE 2

The Provisions for Sabbatical Leave for Professional Staff and/or Faculty in Illinois Public Community Colleges (Continued)

Name of the College	Years Service Required to be Eligible For Leave	Permissible Purpose of Leave	Maximum Length of Leave in Years	Amount of Pay While on Leave	Treatment of Benefits While on Leave	Conditions (Criteria) Determining Qualified Applicants	Decision Making Process for Granting Leave	Number of Staff on Leave	Conditions for Returning
Wood Comm. College, John 539	6	Study, Travel or other purpose benefiting the college	1	½ salary for one year or full pay for ½ year.	Full fringe benefits	Written plan	President, Board of Trustees	--------	Must return for 2 years or refund pay.

Table 2 indicated the following:

a. Most Illinois public community colleges, 24 out of 31, required at least 6 years of service prior eligibility to receive the subbatical or equivalent leave; 5 colleges required 7 years of service and 2 permitted earlier leave at reduced pay.

b. The purpose for the leave was deemed to be study, travel, writing or other approved activity benefitting the college. Southern Illinois College limited the leave to graduate study or technical and occupational studies carrying credit and being related to the assignment at the college.

c. In all colleges the maximum length of the leave was one year. At Danville Junior College the length was determined in each individual case.

d. The amount of pay while on leave depended on the school, duration of the leaves and sometimes, the number of years in service at the college. Nineteen (19) colleges provided ½ salary for a full year or full pay for half year leave. (One of the 17 schools provided full pay for one year after 12 years of service and one after 14 years.) Lake Land College carried different formula for 3 quarter faculty and McHenry County College had a separate scale for persons taking earlier leave than after 6 years of service. Six colleges gave ½ pay regardless of time span and eight showed other pay scale combinations.

e. In the treatment of benefits while on leave;

16 of 31 provided full fringe benefits

12 of 31 did not indicate how benefits are treated

1 payed 75%

1 permitted continuation of benefits at employees expense

1 full benefits except for personal illness and occupational disability

f. All colleges required a written plan or objectives which were used as the criteria for determining the qualified applicants. In case of a tie, seniority, years of service, the number of years since last leave of absence and the purpose of the leave were the factors involved in the final selection.

In four colleges, the sabbatical leave policy contained a written clause indicating that the leaves will be granted if funds were available. One college policy emphasized that the Board reserves the right not to grant the professional leave in any given year.

g. In 12 of 31 colleges, a committee composed of faculty and administrators selected the applicants and made recommendations to the President and the Board of Trustees. Three (3) colleges had a committee composed only of faculty. One (1) did not indicate the makeup of the committee. Eleven (11) colleges indicated that the objectives were submitted directly to the President who made recommendations to the Board. In two (2) colleges other administrative heads made recommendations to the President and one (1) college did not specify the decision making process.

h. The number of staff and/or faculty on sabbatical or similar leave showed variation. Most common ranges were 3% to 4% (8 colleges), 5% (4 colleges) and up to 5% (2 colleges). Three persons per quarter were allowed in one college, up to 3 per period in another, 2 and 1 were the maximum numbers indicated in the next two schools. Twelve (12) colleges did not indicate the percent or the number of persons allowed to go on the sabbatical or similar leave.

i. There were several conditions used for returning to the school. Most colleges indicated that the recipient had to return for one or two years of service, or refund the leave pay. The distribution of the return

service requirement was as follows:

1 college required 3 years of return service

13 colleges required 2 years of return service

13 colleges required 1 year of return service

1 college did not indicate the length of return service

3 colleges did not mention the return serivce requirement

All schools concurred that the leave could not be used for second income financial gains and where employment was permitted, it had to be related to the purpose of the leave. In case of additional renumeration, adjustment in the leave money was usually made. Grants and scholarships were permitted.

While examing all the sabbatical leave or similar leave policies, it was found that the leave was not deemed as a break in the continuity of service. This was also indicated in The School Code of Illinois (1977;24-6.1).

None of the colleges indicated funding provisions to meet the cost of the sabbatical or similar leaves. Oakton Community College had a section indicating funding recommendation, but its sabbatical leave policy was not approved by the Board of Trustees at the time this report was written.

TABLE 3

The Comparison Between The Provisions For Sabbatical Leave For Professional Staff And/Or Faculty In Illinois Public Community Colleges And The College Of DuPage One-Quarter Special Non-Teaching Assignment

Provision	College Of DuPage	Other Illinois Public Community Colleges
Years of Service Required to be Eligible For Leave	3	All require 6 or more. Two permitted earlier leave at less pay.
Permissible Purpose of Leave	Graduate Study, travel, assignments in business, community service and other activities adding to teaching effectiveness and/or professional status.	Study, travel and other activities benefitting the school. Only one college restricted the leave to graduate study or technical and occupational studies carrying credit and being related to the assignment at the college.
Maximun Length of Leave	One Quarter (1/3 of academic year.)	30 of 31 colleges had maximum length of 1 year. One made decisions in each individual case
Amount of Pay While on Leave	Full Pay	22 colleges gave full pay for a leave lasting a quarter or a semester; others showed variation. Longer leaves were granted at less pay.
Treatment of Benefits While on Leave	Full fringe Benefits	16 out of 31 colleges provided full fringe benefits; 12 did not indicate and 3 others showed variation.
Conditions (Criteria) for Determining Qualified Applicants	Written plan and objectives.	All required a written plan or objectives.
Decision-Making Process Granting Leaves	Committee of faculty and administrators, President.	A committee recommended the candidates to the President in 16 of 31 colleges. In 12 schools the committee was composed of faculty and administrators; in 3, only faculty and one did not specify. In other colleges the selection was made by other administrative heads.

TABLE 3
The Comparison Between The Provisions For Sabbatical Leave For Professional Staff And/Or Faculty In Illinois Public Community Colleges And The College Of DuPage One-Quarter Special Non-Teaching Assignment (Continued)

Provision	College Of DuPage	Other Illinois Public Community Colleges
Number of Staff on Leave	A maximun of 1½% per quarter - "...if funds were available"	12 colleges did not indicate, while others showed a variation from 5% to one person per year. Most common ranges were 3% to 4% (8 colleges), 5% (4 colleges) and up to 5%(2 colleges). Four (4) colleges had the clause - "...if funds are available", and one reserved the right not to grant leaves at any given year.
Conditions of Returning	Must present full report regarding the use of the leave. Can not receive monetary compensation for services rendered under assignment. Must return for one quarter or refund money.	1/3 of colleges required written evidence showing compliance with the purpose of the leave. All concurred that the leave can not be used for second income. Grants and scholarships were permitted. If the recipient did not return for service, money had to be refunded. One college required 3 year return service; 13 colleges required 1 year of return service and 4 colleges did not mention or did not specify the length of the return service.

Table 3 indicated the following:

a. College of DuPage required 3 years of service prior to being eligible to receive the One-Quarter Special Non-Teaching Assignment, while other schools required 6 or 7. Two permitted earlier leaves at less pay.

b. College of DuPage concurred with over 90% of other colleges involved in the survey, that the permissible purpose of the leave was deemed to be travel, study and other activities benefitting the college.

c. The maximum length of the leave at College of DuPage was one-quarter (1/3 of academic year) while in 30 out of 31 colleges the maximun length of the leave was one year.

d. College of DuPage gave full pay to the leave recipient. Twenty-two (22) of 31 colleges gave full pay for a leave lasting a quarter or a semester. Others showed variation. Longer leaves were granted at less pay.

e. College of DuPage provided full fringe benefits. Fifteen (15) of 31 colleges also provided full fringe benefits; 12 did not indicate and 3 others showed variation.

f. All colleges, like College of DuPage, required a written plan or objectives as a criteria for determining the qualified applicants.

g. In more than 1/2 of the colleges (16 of 31), like at College of DuPage, a committee recommended the candidates to the President. In most cases (12 of 16), the committee was composed of faculty and administrators. Three colleges did not specify the means of selection,

while remaining indicated that selection was made by different administrative heads.

h. Twelve (12) colleges did not indicate the number of faculty that may go on leave. Other colleges showed a variation ranging from one person to 5% of faculty per year. Most colleges (total of 14) that indicated the percent, fell into the 5% to 3% range. College of DuPage indicated a maximum of 1½% per quarter. "...if funds were available." Four (4) other colleges had the same clause, two indicated "...up to 5%", and one reserved the right not to grant leaves at any given year.

i. College of DuPage as well as 1/3 of 31 other colleges required written evidence showing compliance with the purpose of the leave. All colleges concurred that the leave can not be used for second income and that grants and scholarships were permitted.

College of DuPage required the recipient of the leave to return to the school for one-quarter or refund the money. One college required 3 year return service; thirteen (13) colleges required 2 years of return service, 13 one year, and 4 colleges did not mention or did not specify the length.

(The data used for the College of DuPage, was taken from One-Quarter Special Non-Teaching Assignment Policy approved by the Board of Trustees on November 8, 1972.)

In addition to the data shown in Table 3, it should be indicated that College of DuPage one-quarter non-teaching assignment showed individual cluster-college variations. In Psi cluster, for example, release time could be obtained for one entire quarter, 1/3 release for three consecutive quarters, or any combination within the best interests of the cluster college. The other three cluster colleges did not indicate in writing, the above options. Two cluster-colleges required the faculty to return to the college for one quarter while two clusters required two quarters of such service.

DISCUSSION AND IMPLICATIONS

Numerous College of DuPage faculty indicated that the present provision for one-quarter special non-teaching assignment is a poor substitute for the sabbatical leave policies existing in other Illinois public community colleges.

Taking a quick glance at Table 3, it appeared that the College of DuPage leave provisions were in harmony with the other sabbatical leaves. The leave covered all basic issues. The reasons for granting the leave were similar. It could be obtained for study, travel and other activities benefiting the college. The candidate selection, like in many other colleges, was performed by a committee composed of faculty and administrators. The basic criteria for the selection of the recipient was the purpose of the leave. One quarter of return service was required for one quarter of special non-teaching assignment, while the sabbatical leave policies indicated one or even two years return service after a year or even less than a year long leave. College of DuPage provided full fringe benefits while the person was on

leave, while many other colleges did not have or did not indicate this provision.

Thus where was the problem in the one-quarter special non-teaching assignment?

A close examination of Table 2 revealed that all sabbaticals allowed a maximum of one years leave and thus, the basic difference and the fault of the non-teaching assignment, at the College of DuPage, was the length of the leave.

One quarter (ten to eleven weeks) was too short for most graduate studies. Even the development of an instructional product required more time. Even when a cluster provided the option of one-third release for three consecutive quarters, the problem was not solved when a person needed to go away from the campus to achieve the objectives of the leave. If the recipient remained on campus, he was tied to his other school duties and could not devote all his energies to his endeavor.

Thus, under present provisions, if a person needed to go away from the campus for more than one quarter to complete his task, he had to take a personal leave with no pay and no fringe benefits. Because of the short maximum time allowance, under the one-quarter special non-teaching assignment policy, many enrichment courses were never taken, many new programs were never started...

Can the inequity of the present College of DuPage special non-teaching assignment be solved by extending the maximum length of the leave? It can, but it will not be an easy task, for the single change will create a "pin ball breaking" effect on all other provisions because of the higher financing of such a leave.

In view of the greater demand on the budget, should College of DuPage develop and adopt a sabbatical policy granting the maximum of one year leave while retaining the other fringe benefits?

All the aspects of the literature, discussing benefits of the sabbatical leave in the past and in the present, indicated strong affirmative.

The American Association of School Administrators (1966:6) emphasized that "Sabbatical leave is not granted as a reward for work already performed, but rather as opportunity to prepare for improved service in the schools." Stright (1964:389-390) felt that the renewal of faculty through sabbatical leave "... is more important to an institution than the renovation and maintenance of the physical plant." Renovation of the teaching faculty will be needed, especially in Century 21. The student body will be changing more than ever. They will be placing new demands on content and presentation. As a board member, Kershen (1968) indicated, the modern teaching methods will demand new knowledge in teaching machines, television techniques and an increasing awareness of educational needs. Because of ever increasing trend to "freeze" the hiring of new faculty, there will be needs to retrain or at least to expand the knowledge in certain areas for some of the instructors. One quarter will not be sufficient to accomplish many of these tasks.

It was questionable if it was necessary or desirable to maintain individual leave policy variations in the different College of DuPage clusters, especially in the area of the length of return service. This issue will be left for future deliberation by the Faculty Welfare Council.

RECOMMENDATIONS

It is recommended to develop and to establish an effective sabbatical leave policy for College of DuPage faculty. Table 1 indicated that most Illinois public community colleges had the policy. Table 2 showed that all colleges granted a leave up to one year maximum, while providing a salary and often including full fringe benefits. It is proposed that College of DuPage joins their ranks.

It is recommended to include the issues and limitations used in Table 3, without violating The School Code of Illinois (1977:24-6.1). The presently proposed maximum allowance of one year leave with favorable salary and full fringe benefits will strengthen the educational value of the present one-quarter special non-teaching assignment policy, which otherwise contained the basic provisions found in the sabbatical leaves.

The policy should demand and emphasize the importance of well defined objectives for the leave. The new policy should include measures for making certain that the sabbatical leave was used for the purpose for which it was granted.

It is recommended that the selection of the leave recipients would be a combined effort of faculty and administrators through a special committee.

It is recommended to explore all possible paths to insure that enough funds can be set aside, so that maximum number of the faculty could take advantage of the sabbatical leave. A provision should be included in the policy which would guarantee that a certain percentage of the faculty salary funds are set aside for sole purpose

of granting sabbatical leaves. This provision will alleviate tension that develops among the faculty and administration when there is a desire to engage in an educational activity and yet, it is not certain if the funds will be available.

It is recommended that the Faculty Welfare Council examine if it is necessary or even desirable to have individual leave policy variations among the four College of DuPage clusters.

During the last ten years, College of DuPage took pride in its offerings and in the quality of the faculty. A sabbatical leave, providing favorable salary and full fringe benefits, will furnish the opportunity to upgrade the educational programs and to increase the quality of the instructional scope. It will elevate the morale of the College of DuPage faculty.

BIBLIOGRAPHY

Administrative Procedure Document. "One-Quarter Special Non-Teaching Assignment," Approved by the College of DuPage Board of Trustees, November 8, 1972.

Eells, Crosby Walter. "The Origin and Early History of Sabbatical Leave," American Association of University Professors Bulletin. Vol. 48, (1962), p. 253-255.

"Extended Leaves of Absence for Classroom Teachers," American Association of School Administrators. Washington, D.C: National Education Association, ERIC, ED 026 710, February, 1966.

Forman, J.L. "A Bicentennial Horizon Project: The "Mini" Sabbatical Concept," Kappa Delta Pi Record. Vol 13, #2 (December, 1976), p. 34-35, 65.

Good, Carter V. Dictionary of Education. New York, N.Y.: McGraw-Hill Book Company Inc., 1959.

Handbook for Faculty, Glen Ellyn, Illinois: Office of Instruction, College of DuPage, 1977-78.

Ingraham, Mark H., Douglas Brown and Neill Megaw. "A Statement on Leaves of Absence," American Association of Univeristy Professors Bulletin. Vol. 53, (1967), p. 270-274.

Jorgensen, Vern F. "Aspects of Existing Sabbatical Leave Policy within California Community Colleges," ERIC, ED. 101 769, May, 1974.

Joseph, Mabel. "Behold, I See a New Thing," New York State Education. Vol. 56, (January, 1969), p. 37-9.

Kershen, Harry. "A Board Member Looks at Sabbatical Leaves," New York State Education. Vol. 55 (March, 1968), p. 19, 20, 47.

McClellan, James E. The Encyclopedia of Education. Lee C. Deighton (Editor). The MacMillan Company and the Free Press, Vol. 7, (1971), p. 168-181.

Rossi, Armando S. "Sabbatical Leave for Teachers," Education Digest. Vol. 38, (January, 1973), p. 36-37.

"Sabbatical Leave for Teachers As an Item of Negotiation," N.E.A. Research Bulletin. Vol. 50, #1, (March, 1972), p. 25-27.

"Sabbatical Leave for Teachers in State Statutes," National Education Association Bulletin. Vol. 50, #1, (March, 1972), p. 22-24.

"School Board Policies on Leaves and Absences. Education Policies Development Kit," Waterfront, Connecticut: National School Boards Association, Educational Policies Service. ERIC, ED 074 618, March, 1973.

The School Code of Illinois, 1977. State Board of Education, Illinois Office of Education. St. Paul Minnesota: West Publishing Co., 1977.

Stickler, Hugh W. "How 59 Major Institutions Conduct Faculty Sabbatical Leave Programs, College and University Business. Vol. 39, (Jan.-Dec., 1965), p. 52-54.

Stright, Leonard I. "Sabbatical Leave: A Critique," Journal of Higher Education. Vol. 35, (October, 1964), p. 388-390.

Waltmire, Robert C. "Expansion and Need for Sabbatical Programs," The American Teacher Magazine. Vol. 48, (February, 1964), p. 9-10.

Woods, Thomas E. "The College Instructor, The Sabbatical Leave, and the School District," Journal of Secondary Education. Vol. 36, (Dec. 1971), p. 461-63.

REFERENCES

Bluhm, Harry P. "The Sabbatical Leave Plan: Is It Meeting Faculty and Institutional Needs?" Improving College and University Teaching. Vol. 24, #4, (Autumn, 1976), p. 208-209.

Booth, Sheelagh C. Eliot C. Higbee. "A Comparative Study of Sabbatical Leave Policies in Selected Commonwealth and U.S. Universities," ERIC, ED 131 780, February, 1974.

Lynem S.F. "An Old Dimension with New Emphasis," NASSP Bulletin, Vol. 60, #403, (November 1976), p. 103-106.

"Professional Growth Requirements, 1965-66," Washington D.C.: National Education Association. ERIC ED 024 150, July, 1966.

"Sabbatical Leave for Teachers," Par Analysis Number 211. Baton Rouge: Public Affairs Research Council of Louisiana Inc. ERIC ED 119 391, January, 1976.

Stieber, Gertrude N. "Fringe Benefits for Administrative and Supervisory Personnel in Public Schools, 1973-74," Washington, D.C.: Educational Research Service. ERIC ED 085 914, 1974.

"The Governance of the College," Notre Dame, Indiana: Saint Mary's College. ERIC, ED 123 948, June, 1975.

COLLEGE OF DuPAGE • GLEN ELLYN ILLINOIS 60137 • TELEPHONE 312-858-2800

APPENDIX A

A Sample of the Letter Sent to the Illinois Public Community Colleges

January 18, 1978

Dean of Instruction

I am working on a draft for faculty sabbatical leave policy guidelines, and I would appreciate your help.

I am attempting to gather information as to how many Illinois Community Colleges have the above policy and what issues are covered in each.

If you have a policy dealing with the faculty sabbatical leave or any other policy that allows the faculty absence for an extended period with full or partial remuneration, I would appreciate a copy.

If you do not have the above policy, please indicate in the space below and kindly return the response in the enclosed envelope.

We do not have a sabbatical leave or remuneration policy for extended absence ☐

Thank you for your cooperation.

Jura B. Vasiliauskas
Faculty - College of DuPage

JBV/my

COLLEGE OF DuPAGE • GLEN ELLYN ILLINOIS 60137 • TELEPHONE 312-858-2800

APPENDIX B

A Sample of the Letter Sent to the Illinois Public Community Colleges

February 7, 1978

Dean of Instruction

On January 18th, a letter was sent out (copy attached) asking for the information concerning sabbatical leave policy at your school.

If you did not send out a reply, I still would appreciate hearing from you, for every response will add strength to the results.

Thank you for your help.

Sincerely,

Jura B. Vasiliauskas
Faculty - College of DuPage

JBV/my

Attachment

Writer's Name Jura B. Vasiliauskas

Cluster Du Page

I certify that I have read this practicum report and have discussed its contents with the writer.

4.6.78 (date)

Edward J. Kuss (signature of peer reader)

I certify that I have read this practicum report and have discussed its contents with the writer.

4.7.78 (date)

Lester Carroll (signature of peer reader)

I certify that I have read this practicum report and have discussed its contents with the writer.

4/8/78 (date)

Barbara J. Hanusa (signature of peer reader)

.....

I certify that I have read this practicum report and that in my opinion it conforms to acceptable standards for practicums in the Doctor of Education Program.

(date)

(signature of Practicum Director)